DOCUMENT RESUME

ED 384 583 SP 036 072

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TITLE	Quality Learning for Student Teachers: University Tutors' Educational Practices.
REPORT NO	ISBN-1-85346-352-3
PUB DATE	95
NOTE	208p.
AVAILABLE FROM	David Fulton Publishers Ltd., 2 Barbon Close, London, WC1N 3JX, England, United Kingdom.
PUB TYPE	Collected Works - General (020) -- Books (010)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Case Studies; Cooperative Learning; Display Aids; *Educational Quality; Elementary Secondary Education; Foreign Countries; Higher Education; Music Education; *Preservice Teacher Education; Student Attitudes; *Student Teachers; *Teacher Educators; Teacher Role; *Teaching Methods; Tutors
IDENTIFIERS	*United Kingdom

ABSTRACT

This book contains 10 chapters on the educational practices of tutors who work in traditional forms of initial teacher education (ITE) in the United Kingdom which were designed as a response to public criticism and government interference in teacher education there. Part 1 contains two chapters on the present role of higher education in and the contribution of the tutor to ITE programs. Part 2 contains five case studies drawn from across the range of ITE. Part 3 contains three chapters that analyze and reflect on the case studies. The chapters are: (1) "Perspective on the Tutor's Role: Quality Education versus Quality Control"; (2) "Enquiring into the Tutor's Role: Present Practice and Future Potential"; (3) "Just a Nod and a Wink: Collaborative Skills Developed in Collaborative Ways with Early Years Student Teachers" (Hilma Rask); (4) "Student Voices: 'A Lot of Theory Jammed into their Brain'?" (Robert Catt and Tom Sweeney); (5) "Music Today--and Tomorrow?" (Christine Edwards); (6) "Pin your Thoughts on the Wall: The Role of Display in the Classroom" (Lynne Thorogood); (7) "Enquiring into the Arts: Teaching Drama to Students and to Pupils" (Tom Sweeney and Robert Catt); (8) "Tutors' Educational Practices: A Critical Overview"; (9) "Engaging Students in Practical Discourse: The Enterprise and Its Demands"; and (10) "Quality Education for Student Teachers: Clarifying the Tutor's Role." (JB)

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